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ABSTRACT

This case study depicting mainstreaming efforts describes an integrated kindergarten program. The teacher's enjoyment of the class is commented upon, and descriptions of the physical characteristics of the classroom, the school, and the kindergarten students are offered. Reactions of parents of nonhandicapped children are discussed as well as reactions of the handicapped students' parents. The principal's role and views on the importance of firmness are noted, as are attitudes and functions of the classroom aide and special volunteer. The program is also viewed in terms of its working relationships with community agencies and its leadership under the district's director of special education. Among the teacher characteristics which facilitated mainstreaming were the teacher's typical expectations for handicapped children, the teacher's ways of preparing the class and speaking with them about disabilities, the belief that children solve problems for themselves, the ability to create situations where typical and special children can interact, and analytical thinking about the children and teaching. Brief descriptions of classroom activities and interactions are interspersed throughout the case study. (CL)

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"I'VE ALWAYS BEEN THE KIND OF TEACHER WHO DID THINGS I BELIEVED IN WHETHER OTHER PEOPLE DID THEM OR NOT": AN INTEGRATED KINDERGARTEN

Ellen Barnes

EC171311

The power of an individual to create a unique program is seldom acknowledged in educational systems studies. Lynn is a regular class teacher who has, through her own interests and drive with the strong support of the district's special education director, developed an exciting mainstreaming program. What happens in her classroom has not been a function of district-wide policy, of principal mandate, or of parental demand. It was created because a single teacher with a strong interest in children with special needs wanted to teach them in her class. The director of special education shared the belief that special children with significant disabilities can be served well in regular classrooms and has been willing to be an active resource and support to regular teachers willing to try.

The Teacher

Lynn has been teaching kindergarten in the same classroom in the same school for seventeen years. Prior to her arrival in the Parkerville School District in a suburb of Central City, when she was just out of college, she worked briefly in a residential setting for emotionally disturbed children. Other than that one year stint, her professional life has revolved around the large room at the end of the hall in McKenzie school and the children who each year pass through its doors.

Lynn's interest in children with special needs began with a course audited in her senior year in college. After she began teaching, she took courses each summer in special education. At one point, she was offered a job in special ed in another district, but felt she wasn't qualified and was committed to Parkerville.

Also:

> It was also then that I somehow knew I didn't want special ed exclusive of typical kids. I needed the range.

While many people who go into special education have experiences with a disabled family member, Lynn only describes a retarded cousin who lived out West and with whom she had little contact. Lynn remembers one formative experience during her student teaching:

> I student taught in the first grade with a teacher who I believe probably had had a stroke and was partially paralyzed. There was something very special about her classroom that I never really understood how it got the way it was. But kids managed to bring her things because she could get around but was really limited in the speed and amount of walking she could do... I never got a sense that the kids were waiting on her. It was always that there were jobs to do.

Lynn's description of the significant aspect of this experience - the social environment - reflects a major emphasis in her own classroom which will be described later.

Lynn continued to take courses and attend conferences and inservice in special education topics, particularly learning disabilities. This continual effort at expanding her own knowledge is an aspect of Lynn that contributes to her skill as a teacher. During these years she had contact with Bernice Bates, first in Bernice's role as a district wide resource teacher and later in her administrative position as supervisor of special education. This contact included courses that Bernice taught within the district. In 1977 Bernice was seeking a part time kindergarten experience for a child with cerebral palsy who's primary placement would be in a class for educable mentally retarded pupils in McKenzie School. She brought Sandy and her mother in to meet Lynn and they agreed to have Sandy spend afternoons with

Lynn and mornings in her special class setting.

The following school year Lynn had two students identified as handicapped and through Bernice was paid during the summer to work and develop the program. One of the children was quite physically handicapped with additional behavioral difficulties. Lynn spent time with the child in the school to figure out what adaptations were needed to meet her physical needs and also worked at the cerebral palsy clinic where Pat had been enrolled, learning about testing and therapy. In preparation for the 1979-80 year, Lynn had talked with Bernice about Peggy and Patty.

> I was aware of them a couple of years ago. They are right in this area. Peggy's grandmother was next door and I had heard about Peggy from the time she was very young. About two years ago, I took Mary, my landlady, out to lunch and Mary, the grandmother, went with us. I remember her showing me a picture of Peggy then. I can remember saying to her that certainly there were kids that were as involved as she was who were in public school... What was sticking in the back of my mind was I hope I never told the grandmother I hoped it would be me because it's possible that you have a kid so involved that she needs to be in a special class.

Bernice and Lynn planned and after a number of negotiations, Peggy and Patty began part time in November.

At the time of this research (February-June, 1980) there were a total of six children in Lynn's classes who were labeled as handicapped. How these children were placed will be described later.

Lynn's appearance correlates with her work demands and her expressive personality. In her late thirties, Lynn has short hair, bright eyes, an easy smile, and active hands that punctuate her speech. She dresses professionally and practically, often slacks and tops and flat shoes, appropriate to her constant movement in the classroom, her sitting on the

floor with children, and the sensory materials (water, sand, paint) used each day. Five feet, six inches or so and of average build, her presence seems to dominate the classroom even when everyone is busily engaged in independent activity, perhaps because most of the people are five years old and short! She seems to have eyes on all sides of her since her ability to scan the room and be aware of twenty children at once is phenomenal. While she often is quiet and lets children take the lead in what they are doing, the feeling that eminates from her is of constant alertness and internal activity, able to be expressed at any second in a child's name being called, a suggestion given, a command to redirect some interaction, a quiet gesture to a child or the classroom aide. (She seems to use non-verbal cues as often as verbal ones.) The overall impression is of a person completely at home in her space, in command of her environment, and enjoying what she's doing.

The School

McKenzie School is located on a hill in Parkersville. It is easy to imagine that twenty years ago this area was farmland, without the East-West highway that slices through it and without the low-income housing tracts between isolated farmhouses. Built in 1962 of sturdy cement, the school has a current enrollment of five hundred and fifty children. The principal Bill McPeak, describes the student body as reflecting two major population centers, Mohawk Farms ("low cost boxes, tract housing where you can still buy a small house for $24,000") and Sarison, a planned community. The people in Mohawk Farms, he says are "angry people" like the people he knew when he worked in an inner-city school.

> "They are people on their way up. They work 9 to 5, get paid an hourly rate, hate their bosses and turn off the work when they walk out the door and go home at the end of the day."

He perceives them as having suffered failure in school and expresses general anger at the system. Sarison, according to McPeak, has "two classes of people, the renters who are subsidized and the owners." The forty children from Sarison whose families rent represent most of the kids he spends his time with, meaning children who get into trouble.

The school population is about 98% caucasian but the principal hastened to say that what the school was and what the general public thought were two different things.

> People think we're a suburb, but we're not that. We're unique. People think a suburb means the elite.

The school is a U with two wings of classrooms and a central unit of offices and the auditorium. The building is not architecturally accessible. Inside the front door is the usual sign commanding all visitors to report to the principal's office. With five hundred and fifty children, McKenzie has thirty three staff, with class sizes ranging from twenty to thirty depending on the grade level of the children. The principal described the school as "full but not bursting at the seams." There are two special ed classes labeled educable mentally handicapped and a resource program. He requires special ed children to be mainstreamed into "the specials", i.e., music, art, gym. However, they are integrated into academic classes only if the teacher can negotiate it with another teacher. In addition to the children designated as handicapped, there are one hundred children in the building designated as PSEN, Pupils with Special Educational Needs. These are children who scored at least two years below grade level on a reading or math levels test and are eligible for remedial instruction.

The Classroom

The kindergarten classroom is located at the far end of the primary wing. Outside her room, there are storage shelves, floor to ceiling, filled with materials (she had built). There are also small table and chairs, child size, set up in the hall and adaptive equipment such as a prone board and a wheelchair there. A window beside the door allows you to see into the room.

The room is set up in activity centers defined by furniture, materials, and signs. These include sensory area (water and sand and art) near a sink, block corner, with trucks, housekeeping corner (dressup clothes and toy kitchen furniture), listening center (record player, filmstrip projector and headphones) and book corner with a large cardboard playhouse. There are a number of tables large and small, of different shapes, where children can sit and work alone or in small groups. The center of the room is a large open space with a rug for play and group meetings. Storage lines the walls, including cubbies for each child and shelves and boxes filled with learning and art materials, all categorized and labeled (e.g., "beads", "math games"). The impression is one of a wealth of materials and effective use of space. (When I found out Lynn had been teaching in this same room for seventeen years, it was more understandable that she has developed these rich material resources and efficient organization. The room is like her home.) A teacher's desk piled high with papers, books and games sits unobtrusively against the window wall; next to it a piano. There's a child-size bathroom near the door. A large easel stands near the

edge of the rug with chart paper for the daily experience story and under it a large communication board for Peggy with symbols and pictures and words on it. Any wall space (including blackboards) that is not filled with storage, is covered with children's art work.

The Children

There are two sessions of kindergarten, 9-11:30 p.m. and 1-3:30 p.m.. Lynn has 21 children in her morning class and 18 in her afternoon class. The typical children were all five years old and white except one boy. From their dress they seemed of diverse economic backgrounds. There are four morning children labeled handicapped: Peggy and Patty who each attend two to three mornings a week and Mark and Bobby (entered in April) who are there five days a week. In the afternoon are Danny and Katie, (five days a week). Peggy is five years old and has cerebral palsy. She is very small and attractive. She has no speech and uses a language board to communicate; the board has on it both pictures of people, objects and activities, and Bliss symbols, a system in which a symbol for a concept is paired with the printed word. The language board usually goes with Peggy wherever she is, on a tray in front of her. Lynn also has made a five foot replica of the language board which is propped on an easel in the classroom; Peggy uses a light beam (attached to her head) to point to the large board and thereby talk to all the children in the group at once. (This "headlight" was constructed by Lynn from an automobile mechanics light when it became clear that itmight be months before the one she requested from the cerebral palsy clinic would arrive) Peggy has become increasingly assertive about her needs, initiating more and Lynn seems to be able to decode her efforts though it is frustrating for other adults and children. In fact, the process of facilitating Peggy's communication with other children is a constant focus of Lynn's energy. Peggy's physical rigidity means an adult's help is required to move her; she sets in either a wheelchair (though she can't push it herself) in a padded insert placed on the floor or in other chairs with arms, in the classroom. Her fine motor control is very limited but she is able to point (sometimes inexactly) to the appropriate

squares on the language board. Peggy returns to the cerebral palsy clinic each day for therapy and Lynn is interested in increasing her time in public school to full time. She feels Peggy is functioning at kindergarten level in terms of her cognitive skills.

Patty also has cerebral palsy and spends the rest of her days at the Cerebral Palsy Clinic. In a wheelchair most of the time, Patty can crawl and move herself around. She also has very understandable speech and can make her needs known. In fact, Lynn considers this attractive, well-dressed little girl as somewhat manipulative, using her social skills and charm to get out of doing things expected of her and to get attention. One of her goals for Patty is "to learn to use other people in more appropriate ways." While Patty also seems to be age appropriate in terms of her cognitive skills, Lynn feels she is less like a five year old than Peggy in terms of her social needs, though as she has more time with typical children this seems to be coming along. Patty lives with her grandmother and sees her mother regularly; her mother has a new baby and Lynn speculated that it might be stressful for Patty knowing the baby was with her mother all the time. Patty had surgery in the spring and was out of school for a number of weeks.

Mark, large, typical looking, is having his second year in Lynn's class. He appears to have specific learning problems and is incredibly active when not on ritalin. Lynn has been giving him individualized instruction and helping him focus and attend better. He goes to the speech therapist as well. She feels he couldn't function in a regular class next year without resource help.

Bobby entered the kindergarten class in late April. He is labeled emotionally disturbed. He is small and frail with a pale complexion and heavy congestion. Lynn described the family as having multiple problems,

including physical disabilities, and Bobby apparently has a heart problem for which surgery may be required. He was removed from another kindergarten because of his behavior, which the teacher could not manage. He seems to be impulsive, easily upset, lacking self-control. Lynn's efforts have been geared toward talking with him about his behavior and building a relationship with him so he will respond to her requests, instructions, limits. Lynn's aide, Judy seemed even more necessary in the morning class after Bobby entered; she helped not only with physical demands of lifting and moving and positioning Peggy and Patty but she also was able to take over the class direction when Lynn needed to help Bobby through one of his tantrums.

There are three labeled children in the afternoon kindergarten: Danny, Katie and Michael. Danny is considered severely language delayed. He was very withdrawn, not speaking, not interacting with other children. Lynn's interpretation is that he has had very few experiences. The teacher of the class that he had started the year in had made very negative comments about him in all her reports; Lynn seemed outraged at her attitude and concerned that any child had to survive in such a hostile environment. He is slowly becoming more expressive and beginning to do things with other children.

> "The other day I turned my back because he was shoving somebody and I was so glad; I didn't want to stop it."

Danny receives speech therapy one half hour a day.

Michael has a very noticeable speech impairment and is labeled moderately speech handicapped.

> "When he first came into the classroom in the fall, he was almost totally silent, because he was embarrassed by his speech and whether or not people would understand him. In the last couple of months he has gotten much more comfortable and talks a great deal."

Lynn said that often she cannot understand him but he seems less inhibited by how people are responding to him. He was chattering away most of the time during the observations.

One little girl, Katie is enrolled in the special class for educable mentally handicapped children, and she comes into the kindergarten class for the afternoons. Katie was born with Downs Syndrome; she is delayed in terms of cognitive skills and has some speech articulation problems. She was observed to relate primarily to adults and seldom initiated with other children. Easily frustrated by tasks, Katie would move away, when she thought she couldn't do something. She seemed to have a good understanding of routines and independently sat for snack, etc.. Lynn sees her as having good skills at "reading adults". She said she was so focused on being sure that Katie had kinds of expectations similar to the other children that she was "after her a lot in the beginning, pushing her about completing tasks or behaving appropriately."

> "I didn't realize how much I had been doing it until I heard myself copied by the other kids using my same language. I've changed my behavior and see a change in the kids in terms of that kind of focus on what Katie was doing and whether it was adequate or not."

Several mothers mentioned in parent meetings that they had not known that Danny or Katie had special needs from their children's description.

How the Children were Placed

The children labeled handicapped in Lynn's two kindergarten classes were placed through active planning between Lynn and Bernice Bates, the director of special education. With Patty and Peggy, Lynn describes "having my eye on them for two years" after she saw them at the Cerebral Palsy Clinic. She talked with Bernice and she was very supportive; they worked out the details together and then approached Bill McPeak, the

school principal. Lynn described what she wanted to do and he said okay.

> "I would have been in rough shape if I needed more support from him than just an okay."

The principal himself saw the process the same way:

> "These special kids are there because she (Lynn) sought them out. It is none of my doing. The two children with cerebral palsy aren't even counted on the school attendance rolls."

He said it was Lynn's close relationship with Bernice that facilitated the placement of the children. Freeing the children from the Cerebral Palsy Clinic has been a major problem since not only has the clinic wanted to maintain their connection with the children but the families have grown to be dependent on the clinic in terms of the children's therapy. One of the long term goals for both Bernice and Lynn seems to be to the development of good physical therapy, occupational therapy and speech therapy within the district. Bernice continues to do most of the negotiation with the clinic staff.

The part day placement for Katie was worked out between Lynn and Barb Bennett, the EMH teacher in the building. Danny and Bobby were both children attending other kindergarten classes and who were referred for evaluation by their teachers. Bernice then became involved with the children. She then approached Lynn about the children. Lynn read all the evaluation material as did the principal. She indicated she felt she'd like to try both children so she had the children and then parents come in to spend some time in her class. When that went well, then this was the recommendation made to the committee on the Handicapped. In the case of both children, Bill McPeak felt the children might be too much given her class grouping already, both in terms of their behavior and the total numbers.

"One of his concerns was that there was no limit to the number of kids that could be placed in my class. I said, 'Well, can't you put a limit on?' He indicated to Bernice that he couldn't but then she found out that he could so she let him know the process. . . I almost got another child but he got on the phone and took care of it."

It appears that Bill asks Lynn if she can handle a child and if she says yes, he says okay. She described him coming in to observe Danny and asking for several days after Danny and Bobby entered if things were all right. Lynn also followed up by writing a report to the Pupil Personnel Team on how well Danny was doing. Rather than placement occurring randomly through neighborhood location and Committee on the Handicapped fiat, these children were carefully screened by Bernice Bates, who knowing Lynn's classroom and capabilities, asked her if she would be interested in the children. The planning was done jointly and the principal and school pupil personnel team included after initial discussions took place between Lynn and Bernice

Parents

Lynn Francis had a number of ways of interacting with the parents of both the typical and special children in her two classes. She described some difficult experiences with parents in the past and that her current approach has grown out of those times. Parents of typical children were upset that Lynn did not seem to be emphasizing academics enough.

"About eight years ago I had a difficult experience with parents. Partly because I was the kind of teacher who thought I knew what I was doing period and never particularly felt I had to justify what I was doing. There was a group who got up a petition and it was really because I wasn't teaching reading and writing skills. I never saw it but I heard about it. I had heard about it from a few friends who lived in the area. It was really a scene. The feeling that I had at the time was that they were out to get the principal and I. He didn't really know how to respond to a community in any way other than very negatively and so consequently things got even bigger than they were."

Lynn describes how she dealt with the situation in a constructive way and that she had support from the district level administrative staff.

> "I really had felt support from the very top for a very long time, not here at this level but from the top. That year I had slides taken and I had tapes made of the kids describing what was going on in the slides. Then I had a room mother for each session show the slides and the tapes to the parents out in the hall and then they came in and spent time in the classroom. . . I was going to make the most of a difficult situation. I wrote a series of letters to parents. . . It was really in anger that I had done it at first. Then I managed to rewrite it and tone it down so it wasn't angry any more. I still sent it home. I revised it a couple of times. There was a whole lot of good that came out of a very difficult experience."

Since this experience Lynn has continued to orient parents in different ways and to write letters home to them about what the children are doing in the classroom and suggesting carryover activities to be done at home. The two days before school starts all the children and their parents are invited to come in and meet Lynn and see the classroom and most of them do come.

Lynn has for the last eight years had an active parent volunteer program as an effort to not only provide help in the classroom but to inform interested parents about what is going on and what she is trying to do in the class.

> "I found the parents were not knowing what was happening and that was a frustration to me, because how can you fail play? I really felt that if indeed I expect people to think anything other than that, then I would be the one to let them know. It was then that I started using volunteers. . . I feel that I also need to meet with them outside the classroom so they know what is happening. The more informed they are the more supportive of the program they can be. Or at least if they are not supportive then they can be very specific why. It is also important for kids to feel that if they (parents) will come in if they can. Sometimes it is tough on the ones whose folks work and they can't come in. But for the ones who are able to, the kids feel very special. I have had an occasional father but it usually doesn't hold up very long."

Lynn meets each month in the evening with the volunteers and presents different curriculum areas that she's covering in class. She feels she benefits from the meetings and it is also an opportunity to do parent training.

> "I get a tremendous amount of feedback from them. . . I gain because they ask questions. Obviously if they don't understand, then I need to do a better job. . . They learn about what goes on in a day in school. And what it means in terms of their child in relation to all the others. . . There are some other dividends because when we are discussing curriculum we are also talking about social-emotional development, and I think that I have some experiences that I need to share with parents; they can take from it what they want."

The involvement of other people in one's work can create opportunities for growth and change in an open person. Lynn is able to see herself and how her interactions with parents have had an impact on her behavior as a teacher.

> "One of the biggest things I have learned from parents in the volunteer business is when I first started having them, boy, they had to do it my way or I got so, I wasn't nasty about it but but I would be impatient inside. Why wasn't I more specific? What I find is many times they have another interesting way to do it, to play a particular game for instance. I can even tell you the name of the first parent that taught me that. I hadn't told her enough information. She had done it a whole other way but the end result was there. So one of the things I have learned is it may not be the way I would have done it nor would it have been the way I would have asked someone to do it if I had maybe given them more complete directions. But lots of times I leave some open ends now for them to do it in the way they would and I find that this is very helpful. They will do it. Also kids get involved; one child will tell the next parent, 'Well, when so and so was here we did it in such and such a way.' So there is a lot of exposure in a lot of ways. Before I use to have to do it my way all the time. I think that's one of the changes I made because I've had volunteers and parents have been involved. Some of my toughest parents have been ones who ask the most questions but probably made me learn the most in being able to talk to them about what was happening because they wouldn't let it be because I said."

The monthly meeting of parent volunteers I attended was to focus on the sequence of pre-reading and reading skills Lynn works on during the kindergarten year. There were eight parents at the meeting (each

spending one half day per week in the classroom) plus Judy, Lynn's aide and Lynn and myself. We sat in child size chairs around a large pad of newsprint on an easel, where Lynn had outlined the sequence of skills she works on. As she talked about each skill (vocabulary development, comprehension, pre-writing skills, etc.) she pulled out related puzzles, games, and other manipulative materials and showed how to use each. She also offered some guidelines about adult behavior in the classroom, including her emphasis on not intervening too quickly but letting children try to work out problems on their own and to be aware of how one's own tempo affects children. After we took a short break for coffee and cookies that Lynn had provided, Lynn asked me to talk about our project. In general, mainstreaming was not the focus of volunteer meetings, so Lynn seemed interested in what the parents would say. She makes such an effort to treat the special children as part of the class and not to highlight their presence as anything unusual.

Two of the mothers described their children talking often about Peggy and Patty so much so that they expected to see their children "glued to" the two girls; they were both surprised when they came to volunteer and found that this was not the case.

> "Theresa spent the same amount of time that she spent with any other child and it wasn't that she was hovering over her all the time."

Theresa's twin sister, in the other kindergarten class, expressed envy that she doesn't have a child with cerebral palsy in her classroom "because it would be fun to push a child around in a wheelchair or ride in one yourself."

Gregg's mother said that Peggy provoked the first and only burst of enthusiasm from her son about school.

> "Usually I had to drag out of him comments about what happened at school; that was true in nursery school, too. The first day Patty came to school Gregg burst in to tell her everything about her. He talked non stop, saying he knew how to say cerebral palsy and he knew which hand Patty used the best and which one she had trouble with. . . He told me that when he grew up he was going to marry Patty and he would wheel her down the aisle. . . His attitude is that for Patty everything was possible that anyone else could do. She just did things the way she can do them."

Mrs. summary statement was that

> "Kids are so much more accepting than adults are. They have none of the expectations and stereotypes that adults have about people who are different from themselves. . . When someone raises a question about having a group home in their neighborhood these kids will say fine, instead of saying 'well, that's fine but put it in someone else's neighborhood.'"

(After the meeting, Lynn mentioned how pleased she was at Mrs. 's statement and how relaxed she seemed because this was the mother who had seemed so uncomfortable with Ruth H. And had spent two days in the classroom with Ruth and not spoken to her.)

The mothers who had typical children in the afternoon class said they did not feel their children saw anyone as having special needs. Mrs. B said her daughter had commented on the speech of one of the typical children but never mentioned Katie or Danny's speech. She did say she had noticed children telling Lynn that Katie was having trouble with a particular task. Lynn reacted by explaining that

> "Some of that was my fault. At the beginning I was so focused on being sure that there were the same kinds of expectations for Katie as for other kids. I was after her a lot, pushing her about completing tasks or behaving appropriately. I didn't realize how much I was doing this until I heard myself being copied by the kids using the same language I was."

Lynn describes herself as changing her behavior and seeing a change in the children in terms of the focus on what Katie was doing and whether it was appropriate.

A couple of parents asked whether or not children tended to imitate the behaviors or speech of the special children. Lynn's response was that they might try out particular kinds of behaviors but it never lasted long. She gave as an example Bobby imitating Danny's speech, she felt because she gave Danny a lot of attention when he returned to the room from his session with the speech therapist. So now she greets Danny but does not give him a lot of focus at that time. Lynn expressed that one of her major concerns was that she not give any one child more attention than the others. She said that she hoped parents would tell her "if your child says that Miss Francis is spending any excessive amount of time with any particular child." A mother asked what you would say to a child who was imitating another child's speech. Lynn offered several suggestions, saying

> "It depends on the child. I might say "I know you can talk to me in another way, and I'd like you to do that! Or I might say, 'Danny needs help in talking more clearly.'"

When a mother expressed concern that her daughter was copying Danny's speech, seemingly unaware that he had a speech problem, Lynn said she would let something like that go as long as the special child in question wasn't being hurt by it.

> "It's a situation where a child is just trying on another kind of behavior just as they would in the housekeeping corner playing out parent roles."

However, if the situation were one where a child's trying out acting out behaviors would trigger more of that behavior in another child, Lynn's approach would be to point out this by saying "so and so doesn't need

that kind of help from you." When a child's speech is unclear, Lynn suggests asking, "Can you say it another way?", encouraging the child to rephrase what he/she wants and perhaps be more understood using different words.

These parents seemed very accepting of the fact that there were children with special needs in the kindergarten class. Their questions revolved around how they should interact (Mrs. Tallman: "I'm afraid sometimes about whether or not I should help people and what I should do, and I don't know how to ask."). They seemed proud that their children were open and accepting (more so than themselves), and they sought Lynn's perspective on issues about individual children and classroom interaction.

Parents of Special Children

The district's involvement with parents of children labeled handicapped often begins long before a child is school age. Bernice Bates, Director of Special Ed:

> "I essentially made a commitment to Peggy's mother when Peggy was eighteen months old, that there would be a place for her when she was ready for school."

Mrs. Bailey says,

> "Bernice is fantastic. When we were checking into buying houses both Gary and I decided there is no way we are going to move out of Parkerville because we are staying here just because of the schools and she is so good. . . She contacted me when Peg was quite young. Just called me up. And she came in and saw Peggy a couple of different times when she was little. Peggy started being transported when she was three and one half, going to school every day."

The placement process for each child involves heavy parent contact by both Lynn and Bernice including always a visit by the parent to the kindergarten class. After the child is enrolled Lynn keeps contact through phone calls and notes depending on the style of the family.

"I would be inclined to feel that perhaps most of the parents (of handicapped children) need to have a little more contact from me than some other parents. For instance, with Danny's mom, I, if he misses a day of school, I get right on the phone and call her and see what's happening and I know he comes back faster than if I didn't. So I make sure that I do that. Particularly with Peg's mom, I write notes about what has gone on in the day. Usually about once a week I give her a call and the same way with Pat's grandmother. I've sort of tapered off with that and maybe it is every other week. I feel somehow it is especially important with Mark's mom; I had a lot of contact by phone last year. I have had less this year because it hasn't been as necessary. With Bobby's mom it is once a week and a regular time scheduled for her."

"Yes, I think it is significantly different than it is for other kids probably; I would say that most of the children that I have that are handicapped, I've had a more frequent contact. However, there are some kids in the classroom that I have more frequent contact with the parents than others just based upon the needs of the child or the family."

"I have Scott in my afternoon class, who was falling apart and crying every day and not wanting to come to school; what it appears to be is his new baby sister now three months old is beginning to show up. He was missing things at home, afraid he was missing out to something and didn't want to come to school. He would cry. He went home and told his mother he couldn't remember all the things he had to tell her. He didn't want to be gone that long. What I chose to do was write notes so that whenever he tells me he needs to write so that he can go home and give all the information to his mom that he needs. He hasn't cried in quite some time and we moved away from me writing the notes so frequently, probably three or four times a day. We turned it to other adults now to do the note writing. I see that as a special temporary need. He is not a handicapped child but I have had a lot of contact with his mom on the phone. Much more than other children because the need was there then. But I probably consistently do it with the handicapped children."

Lynn also sees parents as supporting her, by working in a coordinated way and by sharing information. She gave an example of planning a field trip the year before to see Santa Claus where you had to go on an escalator; she had been very concerned about how Tess who used a walker and often got upset would handle it. She called Tess's mother who talked with Tess about it at home and in addition, Lynn had her practice walking between pieces of tape as if it were the steps on the escalator. It

worked out fine. The parents of the special children are invited in to visit not only before their child entered the class, but also any time. After Peggy's mother visited, she talked with Lynn about Peggy coming five days a week, something Mrs. B. had not seemed ready for before then.

The Individual Education Plans for each child are written by the Special Education personnel with Lynn's input. Then they all sit down with the parents and go over the draft, adding anything parents want to.

> "I find that very few people add things. I kind of think it's unfair to just reach out of the sky and ask parents, 'what is it you want?' So there is a lot of pre-work done."

Mrs. B., Peggy's mother, talked about what it was like to have Peggy in public school.

> "I really prefer Peggy to have a full day here at McKenzie or some place. I really do want her to get out of the clinic. I just feel it is about time that she be with normal children. . . . (I've seen) a lot of changes. She seems to be happier and awful tired. For her that's a big day, coming here and then going to the clinic and then coming home. She just loves it. it. She seems to be doing good as far as her alphabet. I know they are doing some at the clinic and just learning things, you know what I mean. She can spell her name. Different things like that. This is the first time that she has ever, I mean, before she was doing colors and now she is doing numbers like from 1 to 10 and all that. I think it has to do with both se settings maybe."

> "Does she talk to you about the kids here, the teachers?"

> "She points to her board and she tries to tell us something. She just loves it. I think all the kids are great. Do you know what I mean? You see them all in the way they are with Peg. I think that is really good. They seemed concerned. They all sit right there and they ask you all kinds of questions. They are really good with Peggy ."

> "The time I came in before they asked me about Peggy being small. Somebody said that she was small because she had cerebral palsy. And the children said that is not why Peggy is small. She is just tiny. They questioned why do you have to feed like that? Things like that."

"I don't want Peggy to be closed in with all the handicapped. I want her to be right in the middle of things. My father knows Peggy is going to kindergarten and Peggy is his favorite. He has got other grandchildren. He can't accept it. I can tell just by so many of the things that he says. I said, 'Oh, Peggy is going three times a week.' And he said, 'Well, I don't like that and I was shocked because I thought he would really like it. He said, 'I don't think that is good for her to be with normal children because they are all going to tease her and they are going to make fun or her.' He really was upset by it. He thinks that her place is right at the clinic. I get so upset. I just couldn't believe it. He can't accept it. It is really hard. It just hurts him so bad to see her."

"There was a time when that was all I could think about was Peggy getting older. It scared me thinking about just so many different things. But now I really just think of her being in public school and I think that is great!"

The Principal

During the initial contact with the Director of Special Education, she mentioned that the principal of McKenzie, Bill McPeak was uncomfortable about participating in this study; she described him as somewhat suspicious of people from the University having had some negative experiences when he worked in the city schools. Bill McPeak is about forty five years old, greying and thin. He reminded me early that we had met eleven years earlier while working in the city schools and spent time reminiscing about mutual acquaintances, especially the person who was school principal at that time and whom he referred to in an alternately sympathetic and deprecating way ("poor Ed"). Bill had worked at McKenzie for ten years and, as he described his entry into the principal's job, "There was a big shuffle and they squeezed him out and slipped me in." At the time of this study he had been principal there for three and one half years. Lynn and Bernice and Bill mentioned that the previous principal was very, very difficult to work with ("crazy") and comparatively Bill was easy because he had not put up blockages to what she wanted to do.

Bill's definition of a good principal seemed to revolve around the concept of discipline. "A good principal or teacher is someone who could spank a child and the child knows exactly why and doesn't hate you afterwards... A good teacher or principal is someone who is both firm and just and those two things aren't opposites, as most people expect." He described this same disciplinary role in relation to parents. When their children are acting out, "I call them in and tell them that I run this place and that the responsibility lies with me and not with them." His view of "poor Ed", the principal we had known in the past, was that he was unwilling to set limits with children and that he had been controlled by a parent/community advisory committee set up to give him advice and to whom, Bill felt, he had lost power. The disciplinarian seems central to his concept of the principal's role.

"The real variable is a good teacher" was Bill's explanation of what contributes to successful mainstreaming." A good teacher is a good teacher whether the teacher is regular or special ed." Speaking of Lynn he said:

> For her, mainstreaming children is an avocation, not even an avocation within a vocation. She's always wanting to learn, to know more, to do more, to try things out, to try things that are harder. These special kids are there because she sought them out. It is none of my doing ... She's really committed.

He mentioned the importance of the kind of expectations a teacher has for children, and that traditionally special ed had low expectations. However, he felt Lynn had very high expectations for what the special children and all the children in her class will be able to do.

Bill warned of the burden he saw on the regular teacher who is asked to take a special child into her/his classroom.

> The union is really going to get into it. Regular teachers see special ed teachers being paid more, having fewer kids, having help in terms of an aide and then sending the kids out of the room to other people. And in some cases, the special ed kids even leave an hour earlier. So the regular teacher asks, what are you doing for me? Teachers should reciprocate; they should use their special ed skills to help out the regular teacher.

He feels like special ed teachers have to persuade the regular ed teachers that they are getting something for the time and energy they have to put out when taking a special child into their classroom. ("It's a con job they have to do"). He expects that the union will be more and more involved in the mainstreaming issue. He used the phrase "union teacher": people who live by the letter of their contract and leave the minute school is over. "Secondary teachers have always been like that but elementary teachers were not; it's going to change because taking special children into their classroom is too much pressure."

An interesting factor is that Bill McPeak is a parent of a child with special needs, described as autistic-like, who has been mainstreamed with resource help since he entered school. He expressed several times his concern about his son's program and his need to express these at the next parent-teacher conference. Lynn perceived Bill as uncomfortable with children who were physically handicapped and that he felt sorry for them and therefore had lower expectations. She got frustrated, for instance, when he would carry a child down the stairs and not require them to ask for help.

While Bill expressed positive feelings about Lynn's work to me, she did not experience him as valuing what she was doing although she felt he needed to be complimented for his own work. As an example of their relationship she described a conversation between them:

> I talked to Bill about the interest of the woman from Instructor Magazine in doing a story about what is happening in my classroom. I met her at the Council for Exceptional Children Convention. People had recognized me and were talking with me about the movie (Mainstreaming in Action, a film including Lynn's classroom). This woman was very interested in following up. I mentioned it to Bill and his only comment was, 'Did you tell her that you sing and dance too.'

Lynn was clearly upset by the sarcastic response and saw this was indicative of his attitude toward her. He had been resistant to the mainstreaming film being made in her classroom one and one half years earlier, saying it wasn't going to be practical enough. He had never actually seen the film until after I came for my first visit. Lynn's view of him was as neutral at best.

> If I needed more support than just a technical approval or okay for what I'm doing, it would be tough. For other teachers who might need more help and resources for handicapped kids, he would not be in a position to offer that.

She had developed a strategy for communicating with him that relied on writing him notes, "because when we talk with each other we get off the track." She leaves him a note asking a question or telling him what she is trying to do and he responds in kind.

Relationships With Other School Staff

The only "special" teacher in the building that Lynn worked with on a regular basis was the librarian.(She also had one child, Mark, who participated in adaptive physical education.) She perceived her interactions with him as problematic because of his attitudes about children labeled handicapped.

> One of the things he tends to do is pick on kids... I guess it is probably because he doesn't know how to respond to them in a way as typical as you can to other kids. I try to do a lot of spelling out, and I jump on him, not in front of the kids but I do it afterwards.

He also is inclined to think that most kids will be on the same level at the same time, according to Lynn. She described the librarian's efforts at putting a picture of her class making ice cream into the newspaper and the one he wanted to use was of Peggy. Lynn was adamant that that picture would only be used along with the others with no comment made about the disability issue.

> I didn't hear anything more about it. I think he is trying...

When asked about how other people in the building saw her, Lynn said she didn't really know.

> I've always been the kind of teacher who did things that I believed in whether other people did them or not...

She mentioned that after other teachers in the building saw her in the mainstreaming film, she got feedback from other teachers like "what you are doing is okay as long as it is not me." She also expressed concern that regular teachers always look to a specialist for advice with labeled children.

> There is a strong side of me that says I want to do it myself!

Aides in the Classroom

Judy works as an assistant this year after having volunteered for five or six years in Lynn's class. She is in her thirties, a parent with a child coming up before the Committee on the Handicapped. During the class hours she helps with the mobility of Peggy and Patty runs small skill groups, helps individual children and helps with the general housekeeping of the classroom. She also participates in the anecdotal record keeping and diagnostic work in the classroom. All this is planned by Lynn, and Judy helps carry it out under Lynn's direction.

Lynn was clear about her need for aid in the classroom, mentioning both the strong behavioral needs of a child like Bobby and the physical needs of Peggy and Patty. Managing the group's activities and also being about to focus on the special children when they needed it would be a lot. An incident with Peggy illustrates the point. They had received a large sausage-shaped roll which the C.P. Center staff had suggested be used with Peggy. She had placed Peggy on the roll as they had taught her to do. When it was time to move, Peggy's legs had tensed up so much that Lynn could not get her off the roll. It took her ten minutes of massaging to relax Peggy's limbs so she could move her off the roll. During that time Judy ran the group activities.

> If I had been alone in the room, I really would have been in a pickle.

Lynn had many feelings about the complexity of working with someone else in the classroom and the complexity of supervision. There were the positive feelings of "sharing information with somebody and seeing them grow is exciting." But also there are the feelings of impatience and frustration when someone is doing things in a different and "ineffective" way.

> Because Judy had been a volunteer for five or six years, I was inclined to assume she has had some experiences that she really, indeed, hasn't had...

Kids can ask me anything and I will respond. Adults ask me and I'm a whole lot better than I used to be. But I think, "how come they didn't see it because it was right in front of them." But I guess if you don't look at it, it isn't there. I am sometimes impatient with that kind of stuff. Another thing I get impatient with is if I directed somebody to do something, like Judy, and I see her getting caught in a kid's trap over and over again; I get impatient with that. But what I am learning are ways to

help her see it herself. It is hard for me because I see it but I find it difficult to describe to somebody else sometimes how I know. It is just sort of instinctive. And in the early part of the year, I was really quite impatient with her about those kinds of things. I would think, "Oh my gosh, I've already told her that." But I am finding that one of the things I am trying to do is have her watch me at times so I'm modeling. She is a lovely gal and has a whole lot of skills but at times there is something she gets stuck on by not seeing. One of the things was happening with a child in the class. The kid was a very dependent kid. I had managed to cut the apron strings a little but and the first thing you know, she latches onto Judy. And she just had her smothered. Judy didn't know that she had been through that with me before Judy had ever come on the scene or at least if she had, hadn't really seen it. So we talked about it but I really had to do a lot of demonstration.

Lynn's major complaint about other adults in the classroom is their unwillingness to wait for kids and let kids do it themselves; their expectations seem lower about what kids will be able to do.

> It frustrates the heck out of me when adults can't wait for kids. It does in terms of the two girls and it does with me with every kid. The adults can't wait to answer my questions when I know that kids could do it. That probably frustrates me maybe even more with Patty and Peg because I know that they are going to need some extra time, particularly Peggy , than some other kids. It is like repeating the questions because they didn't hear it. This thing happens between Judy and I, and we can talk about it so it is not too big a thing. I'm inclined to expect perfection from her too which doesn't help.
>
> I give her feedback but occasionally I am a little bit careful about it. Today I was a little more careful because she was overwhelmed about other things. Sometimes I do it in front of kids by saying 'one of the things we need to do is' or 'we might try it this way.' Today Peggy is busy looking around at other people and we were doing our cutting activity. We now have scissors stuck in a hunk of clay and the paper taped down,

> and I had gone through that with Judy in front of Peg. I had told her that we were going to try it and I tried positioning and so forth. I was at the table helping some other kids and Judy was helping Peggy with the whole activity which had to do with the name of the picture and what sound it began with and she had to point to the letter. There was a choice of three letters. Peggy wasn't responding. She was capable of doing this. I think I would have chosen to handle that non verbally. I did move in and handle it non verbally. All my cues weren't picked up but I did because this badgering business on any kid because you don't respond the first time doesn't mean you didn't hear. And then the other thing I chose to do was I was helping everybody else at the table and I wasn't helping her. I also felt that that was part of what was operating. Wherever I would be I could see something so I said, 'Perhaps I can help Peggy with the last one if you will save one for me,' because she sees me helping with other children and then she did it. That was all okay. Also, I could be a model for Judy in a non verbal kind of stuff. But I know that was what was happening. I think I probably read kids relatively well in that way and I sometimes get frustrated because other people don't. Other adults don't. I'm better about it than I used to be, better in that I have more patience with it.

Lynn also described the difficulty of dividing responsibilities and having them carried out. Part of the time Judy would remember to do "the little things like setting a timer" and part of the time she would not. Lynn has had to have the attitude that she will do it herself and if Judy carries them, fine.

> Now that I'm doing that, I find that I am less impatient because I just know that I'm going to carry things. It is really no big thing. It's almost like turning around in a way, the whole business... I make the most of it. If I choose not to make the most of it, the whole class is going to be a mess.

A Special Volunteer

Lynn had met Ruth Hall when she went to observe Leslie, an older child who was integrated into a regular class in another school. Ruth was volunteering with Leslie and asked to visit Lynn's classroom to meet Peggy and Patty. Since her first visit she had been coming into the kindergarten off and on, and Lynn had encouraged her to volunteer on a regular basis.

Ruth appears to be in her forties, with short hair and glasses with the left lens patched. She uses a wheelchair as she has been paralyzed on her left side since surgery for a brain tumor; the surgery left her with limited use of her left arm, hand, leg and also significant hearing and vision loss on her left side and somewhat slurred speech. Ruth had been a teacher a number of years ago but had not worked in schools for eighteen years. She mentioned what an adjustment it was to be with children so young.

Ruth expressed her surprise at how well mainstreaming was working in Lynn's class.

> If you start in kindergarten, it's really good... The children treat Peggy and Patty like everyone else.

She seemed to have easily developed a relationship with Patty but was not as comfortable with Peggy. With Patty, "we didn't get our work done because we had such a good time talking with each other." Patty had asked Ruth if she could get out of her wheelchair and how, and if Ruth ever got mad, saying she (Patty) got mad at herself! Ruth mentioned her frustration at the time it takes to communicate with Peggy because of her language board and said the same thing was true for Leslie, the twelve year old she worked with.

Bernice Bates had made the initial contact with Ruth, feeling that the physically handicapped children in the district could benefit from a model. Lynn had been committed to this idea, since two years earlier she had had a young man who was disabled spend time with Sandy, and one of these sessions was captured in the film on mainstreaming. Lynn had even suggested that Leslie come over and work with Peggy but the teachers didn't feel she was ready yet. Lynn felt Leslie would be excited by the idea of helping someone else. A teenage boy had recently

visited at Lynn's invitation; he had had a swimming accident and was now quadraplegic and was having a difficult adjustment, not wanting to come to school. Lynn introduced him to Ruth as well.

In many ways Lynn's reaction to working with Ruth paralleled her concerns about any other adults in the classroom. She felt Ruth needed structure by Lynn to be able to handle a small group activity and that Ruth tended to overprotect Patty and that "Ruth falls for Peggy's trivia questions and her behavior in terms of getting adult attention." Lynn said she was starting to make Patty "stretch" to get to Ruth by not always having them placed in the same group. Some of the activities that children were asking Ruth to help them with were difficult for Ruth to do physically (e.g., button their paint smocks) and Lynn was concerned about that.

According to Lynn, Ruth had grown a lot over the months she'd been spending in the classroom in terms of her comfort level with children, her skills, and her feelings about herself. It was apparently very upsetting for her to respond to the children's direct questions about "what was wrong with her." She also commented to Lynn that "I was really jealous, Lynn, after the first time I came here because you could get around and do all this with kids." Ruth had also chastized Lynn for having Jessica spread her own peanut butter, saying "I hate it. You need to freeze the bread. I hate doing it." Ruth thought Lynn was being too tough with Patty and Lynn said to Ruth that she was being to over-protective. Ruth's growing confidence was also indicated by her attendance at a school board meeting where she read a letter she'd written supporting the special education program and it's budget. She had been nervous about whether people would understand her speech, but she read the letter.

This involvement of Ruth and the children in Lynn's class has seemed to be one of mutual benefit!

Relating to Outside Agencies

Parkerville School District contracts with the Cerebral Palsy Center to provide "related services", primarily occupational therapy (O.T.) and physical therapy (P.T.) to Peggy and Patty ; legally Peggy and Patty are placed at the C.P. Center for their educational program and Lynn's class is viewed as supplemental. Carol Cane the chief speech therapist and head of the Communications Department at the Cerebral Palsy Center, follows up the children who are placed in their home districts. She expressed her ideas about what produces quality programs for children. These include: (a) "a sincere desire on the part of the district to genuinely accept the child"; (b) parental enthusiasm and participation; (c) "a classroom teacher like Lynn who is genuinely caring and really wants these kids to have a good experience"; and (d) "The transitional support we (CP Center) try to provide".

> Administration is important but not as important as the other components I've mentioned.

In addition, a major focus of successful programming, from Ms. Cane's point of view, is facilitating successful social experiences for children who have often been sheltered and only with "other involved children like themselves."

> Interacting with other classrooms, other teachers, other people, meeting, learning, talking, relating - these are critical. I almost think initially that is much more important to the child's overall growth and development than the academic. I'm not too worried about the three r's. That will come and that should come at the child's own pace and capacities and intellectual potential. I am more concerned about, initially, fitting that child into a milieu that really is very foreign to them. Kids that can walk and talk and run and jump and play and that is much different and they have to fit into that. I know that's

what Lynn is trying to do. She is not really pushing the a,b,c's and the letters and the numbers. That will come. There is time for that. Peggy is young but Lynn is giving her time to see the other kids, work with the other kids, talk with them, paint with them, play with them, get dirty with them, roll on the floor with them. She lets the other kids experience her in the sense of, 'hey, you know what, Peggy may not be just like me but she's really a kid too and has the same kinds of thoughts and feelings and ideas that I do. She may be physically a little different, maybe she doesn't run and play as fast as I do, but she is really a kid just like me.' Those are the kinds of things I think Lynn is beginning to bring out in the children. I know she is trying to develop attitudes of acceptance.

The C.P. Center staff sees itself as providing consultation to teachers and parents around P.T., O.T., and communication; providing direct therapy to children, and developing adaptive equipment. These roles require communication with classroom teachers, special education directors and parents. Many different adults are involved (the C.P. classroom teacher, occupational therapist, physical therapist, language consultant like Carol Cane) and questions of control could be expected to arise.

Lynn has strong feelings about the frustrations of working with the Center around Peggy and Patty's educational program. These frustrations include (a) broken equipment which the Center is supposed to fix and doesn't; (b) lack of cooperation in sharing essential equipment; (c) control of the schedule of related services; (d) competition between Lynn and Center staff over how things should be done. Equipment is crucial for Peggy and Patty to facilitate their mobility and communication. Lynn described Peggy's "buggy" coming into school with a piece missing and after notifying the Center and requesting it be fixed, days went by without the repair. Finally, Lynn had the custodian at McKenzie fix it - even though it was the Center's responsibility. Peggy is dependent on her communication board for any conversation other than yes and no since she has no vocal language. Several times the teacher at the Center forgot to put

Peggy's communication board on the bus with her, meaning that she had nothing to use in the classroom. The Center staff never produced a separate communication board for Peggy's mother to use with her at home - so finally Lynn spent several hours at home making one. Lynn's perception was that Peggy's teacher from the C.P. Center was uninspired in her lessons and that she was threatened by Lynn and when she visited the class at McKenzie expressed mostly criticism. When the teacher admitted her amazement at how well Peggy was integrated into the group, Lynn was very pleased. The teacher mentioned, for instance, how much time Peggy was moved and repositioned and Lynn said, "yes, just like any other child in my classroom." Lynn had often asked Bernice Bates to run interference for her with the Center staff but toward the end of the spring, began to be willing to deal with them on her own. She became more willing to communicate directly what her concerns were. These include having the child work with too many adults; the quality of the therapy time for the kids but also Lynn needing to learn the physical interventions to use; and therapists interrupting important classroom events to do their direct work with a child.

The Director of Special Education

Bernice Bates , the Director of Special Education, had initiated bringing a severely handicapped child back to the district from a segregated school in 1972 when she was a district-wide resource teacher. Bernice described a principal saying to her after observing the child, "Don't you think you have bitten off a lot more than you can chew? Why this child is nothing but an animal. This child looks more like an animal than a person." Since that time the Parkerville district has been known for its innovative special education program; there are now three hundred children classified as handicapped in the district. At

a school board meeting, the superintendent had stated that this positive reputation was all due to Bernice and not the school board. Bernice mentioned that several board members have been very supportive of her.

Lynn's perception of Bernice's central role is as follows:

> I think she probably has been the key all over the district. And she would probably say it's because she had the staff to work with and that she did. She would always say that. But I think she was also a model for a lot of staff, and, because she was willing to take a risk, they would take a risk also... I think she sees an awful lot of kids being in public schools that a lot of people don't. I think that her orientation has been that way for a long time. She would probably have worked with a person that would be most able to work with. I think probably, for instance, if she wanted to look at a number of kids for next year that are handicapped in a kindergarten setting, I think the person she would start with is the person who is most ready and work on taking the others along the continum. So I would see that as probably how it started. Even before the laws were around and even before she was in a district position at the district level that she is at now.

Bernice's comment is that you need "really committed people at all levels" for mainstreaming to work. The principal must at least provide "access, say yes or no, so the child can enter the building and not put up hurdles for the teacher and the other resource support staff working with the teacher."

Bernice's role includes not only placement of disabled students in classrooms but orchestration of the Committee on the Handicapped process, dealing with the budget and other administrators and the Board, responding to parents, and providing support and inservice to teachers. She is in the classrooms a lot, observing and talking with teachers, asking teachers what they need in the way of ideas, materials or consultant help and then she tries to get it for them. She makes a clear effort to give principals information about everything but there is a direct line of communication between Roberta and the teachers. Bernice emphasized the independence

under which she was used to operating. There is no formal inservice for administrators around special ed issues but Bernice will have personal contact with principals around issues affecting their building and she participates in the district's cabinet of department heads.

The importance of the Committee on the Handicapped as a support to Bernice was clear. She described being very excited about the group decision-making process. In addition she mentioned how supportive parents had been to her and that she hoped parents would create a parent's advisory group to the special education program. Her greatest frustration appeared to be the lack of experience with disabled children, of several of her school psychologists; they don't share the same perspectives about labeling and how children should be served in the schools. Bernice's personal commitment to parents was evident from conversation with Mrs. Bailey, Peggy's mother who described Bernice's continuing contact with her since Peggy was a year and a half old.

Lynn expressed extremely positive feelings about Bernice's support to her over her years in the district, including an early inservice course Bernice had taught on children with special needs.

> Ninety percent of my support has come from her. Frankly, she's the only one who has ever challenged me to do more than I've done. She is also a great supporter of taking risks. She is a risk taker herself; she will try something that other people haven't done and I have a lot of respect for that. I also have said for one hundred years, I wish I had half of her skills with parents. I use to say it and say it and not do much about it. Well, I have done something about it and I probably have a few of her skills now. I don't have a half but I have a third. I have learned a lot from her in those ways... We have talked about it. I can remember her saying to me, she had run across kids along the way that I had and the things she would hear about me from parents in the way I came across was like, it was unreal. She used to give me feedback on that for one thing which was helpful. It has become more and more and more important as the years have gone on and I have done more and more about it really since I've specifically had handicapped kids. Each year

has been a little better but this year is a whole lot better than last. And last was a whole lot better than the year before. I think in a support person, I would say for anybody, that well most of all for me, it has to be somebody creative and I have to have a person who is going to ask questions to stimulate my evaluation of my behaviors in the classroom. There aren't very many people that I have had the experience that can do that. I use to see it as criticizing when I first knew her perhaps. Not that she was criticizing me. I would take it as criticizing because she would be right. When she asked the question she knew what was right about what I was doing. I have also needed a person to bounce questions off of. Just a description of an experience. I don't need that so much any more. I enjoy doing that with her because she knows I can talk about a kid and use very few words and we can enjoy it together. I do enjoy it with her. I used to need her support in that way, a great deal, especially last year with Tess because of the nature of Tess emotionally. She was just not a kid I had ever run across before. I used to spend a good many hours with her and she would say to me, 'Lynn, listen to what you are saying.' Frankly, that is the kind of support I need. It doesn't matter who it comes from. If I could get that support from someone else, that is what I need in support. Probably the kind of support I have needed for a long time. I am not heavy with having to be told every move to make and never have been. Can't hack that whole scene. But I know some who need that. So I guess the support should be whatever it is you need. As a matter of fact, that is one of the skills that she has is being able to talk with somebody and know where they are at and know how to take them to the next step whatever their thinking is. That is a skill I would like. It is coming but I have to think of it in terms of the librarian. I don't think everybody can do that either. To me, that is the key in a support person. Whether it is resource, whether it is the physical therapist, occupational or whatever it is.

Lynn's respect for Bernice's skills is clear. Reciprocally, Bernice expressed strong positive feelings about Lynn and her growth in terms of her willingness to be assertive with adults, her confidence in terms of techniques with children and her ability to supervise others. She seemed to enjoy interacting with Lynn as a peer. Her perceptions of Lynn's commitment to children and her skills were illustrated in an anecdote about Danny's first introduction to the classroom and Lynn. Danny had been seen by his original kindergarten teacher as completely unmanageable; she did not like him and saw him as aggressive and disturbed. Bernice arranged for Danny and his mother to visit Lynn's class. At the end of

the hour, when it was time to go, Danny reached up and gave Lynn a big hug. For Bernice this reflected Danny's instinct about the difference between the hostile classroom environment he had come from and the climate and personality Lynn radiates. Bernice states, "If you've got committed people, then you can find a way to do anything. I wait for Lynn to tell me how things should be and then I work out an administrative way to make them happen."

LYNN AS A TEACHER

There are basic attitudes and skills that Lynn has as a teacher which facilitate mainstreaming. These follow her commitment to special and typical young children and to teaching as a profession.

Typical Expectations Lynn has expectations for the special children that mirror those of typical children their age and she exerts great effort to not single them out. For example, when Bill McPeak wanted to write an article about Peggy and Patty in Lynn's class, she said no; what needs to be demonstrated is that they are no different than any other child coming to school.

> They belong. I believe they do and if it is handled in a matter-of-fact way, then it will happen. If it's made to be something special, then it is going to be looked at as something special, not as the way it should be.

This attitude is reflected in how Lynn parcels out her own time and what she asks the children to do and how she helps present the special children to their peers. Lynn raised a concern that all of the children get enough of her; Judy is technically in the classroom to work with special children but Lynn has a lot of contact with them, too. She seems aware every second of what these kids are doing in the classroom and even when they are working with other adults, she is attending to what's happening for them.

Her expectations that each child do what they can is evident in all her interactions, from requiring Peggy to point very precisely to her language board to requiring Katie to say "tie shoe" rather than just putting up her foot to Lynn.

> Sometimes people that come into the classroom feel like I give the kids things that are too difficult for them to do. I emphasize high expectations but I don't give kids stuff that is too hard.

Adults seem to be afraid of pushing the special children, and Lynn often steps in. Lynn also makes a strong effort to have all the children do the same activity. For instance, Lynn was giving kids practice in following directions as they went up to get their coats to go home. The children asked for three step directions ("touch the blue table, walk around the water fountain, and hop on one foot"). Peggy used her buzzer to get Lynn's attention for her turn. Lynn asked Judy to put Peggy in her stroller, then Lynn gave her three directions, and Judy wheeled Peggy around the room.

The special children's typical behavior is as strong a focus for as their special needs. Lynn relates to Peggy "telling stories" as typical of children who are five years old, when Peggy indicates she and John Paul (another child from the CP Center) went to visit Patty in the hospital. Lynn relates below how she does adapt the program for the children's needs, but only if absolutely necessary.

> I think about the expectations being basically the same except for the fact that I need to have some concerns about physical kinds of adjustments or perhaps with a child who has more difficulties, then I have to make some adjustments. Well, again, with a child like Mark, I may need to show him instead of just tell him the directions. The final expectation is really for every child to do something the best way they can do it. For instance, Bobby has such a terribly terribly difficult time with trying to learn stuff. He knows that he does and he doesn't want any part of doing it. One of the first experiences that I had with him a couple days in, was we did a cutting and pasting project and I knew it was going to be tough but I just moved in

with scissors and said, 'This is the way I am going to help you,' because he really didn't want to. He has really been accepting knowing I am going to give him help. He may not know in what way. Because I knew he could do that independently with a fair amount of success, and I knew that he wasn't getting things done fast enough. Kids were far too far ahead of him, so I just got out those helping scissors and we just finished it right off. He really felt good about it and said to me, 'This is how you helped me.' I don't know if he had that experience before...

In terms of behavior I only bend when I feel it is necessary to bend, I hope. For instance with a kid like Bobby and a kid like Danny. Yes, I bend and the expectation is there but it may take them longer to get there and they may need a whole lot more help from me. The final expectation is still there and I think they know that. I choose to sometimes ignore it and they move in. And sometimes I choose to give them a whole lot of structure so they can. But the expectation is still there. It doesn't always get there but the expectation is there. It might take us a whole lot longer with one child than another. For instance with Bobby, the expectation is that he is not going to be hitting me. He is not going to do it, whatever, but we may have a few difficulties getting to that point. The end result would be the same. I think because of the expectations, these kids will be as independent as they can be. Maybe it is one of the tougher things to do particularly with the physically handicapped child because of the desire of the kids to help and over help. Just recently, Peg was drawing with a magic marker all by herself. It really wasn't recognizable. It was scribbling. In fact, when I stopped to see Pat that was one thing she said, 'That Peg had scribbled on her picture that she had made for her.' We talked about how she did it all by herself and how important that is.

Preparing for and Talking about Special Kids Lynn had used the D.L.M. materials on handicaps with both her morning and afternoon classes as a general curriculum, placing the cerebral palsy materials last in her presentation. With Danny and Bobby , Lynn just said there was a new child in the class - nothing else. She facilitated the entry of Peggy and Patty by saying each time she had met a little girl who would be joining their class. She told things about each child: What things she liked, what kinds of things she could do, and that she was disabled. The children saw a copy of Peggy's communication board and learned a number of the symbols and what the photographs meant and how to use the board.

She had also told the afternoon class about Peggy and Patty (both morning children) because of all of the special furniture in the classroom. The first day that Peggy came, the kids really overwhelmed her by crowding around pointing to the communication board, asking her questions. Lynn used the group meeting with the kids to talk about communicating with Peggy one at a time, pointing more slowly and giving Peggy time to respond.

Lynn seems careful to respond directly to children's questions about disabilities as well as to attitudes expressed in actions. For instance, when Patty stopped coming in on Wednesdays because her grandmother felt it was too long a day to go to the CP Center and McKenzie, the children asked where she was. Lynn ended up in a long conversation about the CP Center and what physical therapy was. She discussed the tension in the two girls' bodies and how she tries to relax them, demonstrating some of the equipment with several of the typical children. One child (who had said he was told not to touch "people with bumps") asked Lynn, "Why is it that you keep meeting people to bring into our class?" And, if Peggy would be able to talk like he and she were talking when she was grown up. Lynn said, "no." Lynn's observation of the physically handicapped children often being treated as the baby in the housekeeping corner provoked her setting up the play situation with Peggy as the mother.

Trusting Children To Do It Themselves A strong belief of Lynn's is that children can come through and solve problems themselves. She feels that adults often jump in and take over, "doing things for kids without waiting them out and giving them a chance to do it for themselves." She will observe a situation and seem to be ignoring it, to see if children will deal with it on their own. This was increasingly evident as children

have more experience with each other and can be less dependent on adults to mediate for them. An example Lynn cited was an incident between Peggy and Kristy, a typical child, playing together in the housekeeping corner.

> Kristy came up to me and said, 'Miss Francis , she just asked me to ask you if she could go to the sand table.' I knew if I got close enough that it would shut off. Peggy had flipped the second page of her language board and had obviously pointed to the sand table picture. The whole business had been carried on between them.

Facilitating Integrated Interactions Teachers can create situations where typical and special children interact. These can include activities where children are in close contact and can spontaneously play or communicate or cooperate. In addition, the adult can set up a structure to encourage interaction and can intervene in an activity when necessary.

Patty , who is quite verbal, is more easily integrated than Peggy, whose use of the language board is an obstacle to quick communication. Patty functions as a typical child in group verbal activities and many of the academic type tasks. Here are some typical interactions between Patty and her peers.

> Danny had made a bowtie and Patty asked to try it on. Danny said, 'You look real pretty in it. Want me to make you one?' He was describing how he made it, showing her the tape and everything. And Patty said yes.

> Lynn had all the kids move to the floor and she brought over the amaryllis for them to measure. The kids have been measuring it for the last couple of weeks looking at how rapidly it was growing. Patty was put down against the roll, propped up against it and some of the kids moved in order for her to get on the floor. Patty crawled around and maneuvered to get herself comfortable. A couple of the other kids were leaning on the roll and Patty said to them, 'Move, Cary Ann,' and then said to another child, 'stop it, hold still.' She said at one point, 'I need to side sit. Hold it still. Don't move it.' At another point a little later she was wiggling to get herself comfortable and she touched Theresa who was sitting on the other side of the roll and said, 'Sorry, I didn't mean to.'

At snack time, kids asked to sit next to Patty . At one point, Patty asked for more pretzels and Judy said there was only enough for one time around. Patty just smiled and watched the other kids while they were eating. The kids were making April Fools jokes including jokes about peoples' underwear being on fire. Patty was totally involved as was Mark in the humor at the table. All of them were laughing. Patty said that the teacher's underwear was on fire, and everyone laughed uproarously.

Lynn was trying to get Patty to clean up and said to her, 'Patty , stack the letters and put them in the box.' Patty then turned to me and said, 'Ms. Barnes, will you help me?' I said, 'I think Ms. Francis wants you to do it yourself.' She continued to do it. The kids interrupted her, and Lynn said, ' Patty needs to do her business.' The kids all helped her until it was done. Patty asked Lynn if she could hear a record. Sandy was hanging around beside Patty and Sandy wheeled Patty over to the record player. Lynn set up the story about Poncho. They listened together. She afterwards got wheeled to the book corner, and she and Kristy read a book together looking at it and turning the pages, laughing and talking. Some of the other kids were playing with puppets. Then they moved out to the rug area where several of the kids were doing fantasy play. Shelly said, 'Patty you want to come into the house?' Patty said yes. Shelly said to Lynn, ' Pat wants to come into the house.' And Lynn said, 'She knows what she has to do. She just has to ask me.' Patty was obviously not going to ask. Patty was sitting strapped in her chair and she took off the belt that strapped her in while she was sitting there. She was about two feet away from the house where the other kids were playing. Several of the kids were, at this point in time, riding in her wheelchair.

Lynn said that last week the kids had gotten Patty into the house. Greg had problem solved and had put both the roll and the wedge in the house, and Patty crawled in and then she had something to lean on. Lynn said she knows how to ask and she knows she needs to ask. Though Lynn was watching her slightly anxiously when she saw that Patty had taken off the strap that was holding her into the chair. Lynn's comment was, 'I guess she may take a fall. She may take a nasty tumble but it would make her independent.' During this time, Patty was totally directed to other kids encouraging them. She called out, 'Danny, Shelly needs a doctor.' Shelly was playing inside the house and the kids were playing rowing like they were a boat on the sea. At one point Pat said to Darren, 'Die for me.'

The above situation of open play allows for a wide variety of interactions between Patty and other children.

Peggy's play with other children more often required Lynn to facilitate it.

Peggy was over in the housekeeping corner at the table with three other girls, and Sandy was showing her the new toaster which someone had donated to the housekeeping corner. Two of the other girls were working on what appeared to be mother's day cards. A little later Sandy (a typical child) came over to Lynn and said, 'Peggy wants to make a mother's day card, and I don't know how to get her hand open so she can hold the marker.' Lynn went over and showed Sandy how to open Peggy's fingers, how if she puts pressure on her thumb, then she can move her thumb and catch the marker underneath and hold it in her hand. But Lynn said Peggy's hand is very tight today. Peggy clearly wanted to do this herself.

Peggy indicated on her language board that she wanted Cary Anne to play with her in the housekeeping corner. Lynn went over to Cary Anne and said Peggy would like to play with you and then Judy picked up Peggy and moved her to the dressup area of the housekeeping corner. Cary Anne came over immediately. Cary Anne was putting shoes on Peggy and Peggy was looking at the shoes. Then Peggy clearly wanted something and it turned out that it was the hat that one of the other kids was trying on. I came over to see what was going on and Lynn said to me, 'Ms. Barnes, I think Peggy is interested in the pink hat that Sandy has.' So Sandy had already thrown it back into the pile and after having tried to get Peggy interested in any of the other clothes, I said to her, 'Is this what you want?' And she nodded yes. I said, 'do you want me to put it on your head?' She nodded 'yes'. So I put it on. She moved the mirror so she could see herself in the mirror. Meanwhile, Cary Anne kept trying to see if Peggy was interested in different pairs of shoes that were in the box of shoes. Peggy kept shaking her head and Cary Anne would hold up a pair and say, 'Do you want these shoes?' And Peggy kept shaking her head no.

Peggy turned her head and watched two other girls, Sandy and Lynn, who were busy at the play stove and play sink pretending to wash dishes, dusting the floor, moving pots and pans around. Lynn came over and asked Peggy what she wanted and put the language board back on the front of Peggy's chair so that Peggy could point to what she wanted to do. She pointed to housekeeping and Lynn said, 'You are in housekeeping.' And then Lynn said, 'Do you want to wash?' because the kids were pretending to wash the dishes and there was no wash-the-dishes spot on her language board. There was only "water" and "take a bath". And Lynn said that to her, 'There isn't any place here for you to say that.' So Lynn moved her from the front of the mirror and at that point, the two girls were starting to set up the little table to have a pretend meal and Lynn moved saying to Lynn and Sandy, 'Move Peggy to the table.' And they proceeded to play for about ten minutes putting dishes on the table, giving her plastic food, talking mostly with each other as they were going about what they were doing. And Peggy was watching them the whole time, tracking them with her eyes, taking the utensils they were giving her to use.

Lynn initiated contact between children such as asking a child to sit behind Patty on the floor so she could lean against him. She also programmed directly by having the children practice with bliss symbols, flash cards, as an activity during transition times. (This was a favorite game and the kids suggested Peggy be part of it.) In an academic game Lynn said she wanted Patty to play a major role.

> A group of children were playing letter bingo. Lynn said, 'I want Patty to be the caller.' Gregg said, 'She can't.' Lynn said, 'Why not?' 'Because Patty has C.P.' "Patty can say letters.' One of the kids said, 'Well if it was Peg, Peg can't say letters.' And Lynn said, 'Well, it's not Peg. Pat is here today. She can hold them up too.'

Crisis intervention by the teacher also headed off upsets or facilitated solutions, while redirecting children to interact with each other.

> Bobby was starting to get a little upset because a pipecleaner that was part of the glasses that Michele had made him had fallen off and he sort of held it up non-verbally to Lynn showing it to her. She said, 'Well Michele made it. Ask Michele to help you fix it.' He sort of ran toward the center of the room, kind of undirected and Lynn again said, 'Ask Michele.' He then stopped and scanned the room and visually was able to pinpoint where Michele was and went over to her and handed her the pipecleaner. She fixed it for him and handed it back to him. She even helped put the glasses on him and bend the stems around his ears.
>
> Brian had been building a building with lincoln logs and Danny had accidentally kicked it over. Danny ran into the bathroom, clearly very upset. Lynn had gone after him and asked him to come back and help Brian rebuild his building. Danny came back with her but didn't seem to know what to do, and Brian would hand Danny a block and show Danny where to put it.
>
> Lynn: Jason was literally dragging Patty across the floor by her arms. I intervened saying, 'It's alright to say to him, I don't want you to do that.' I didn't move in right away. I watched it for a couple of minutes. I didn't think she had complained because I think he would have stopped if he had felt that he was hurting her. Jason is quite a sensitive little boy. I think she was eating it up for one thing. I really wanted to let it go on entirely in a way but I wasn't sure that maybe Jess may be getting hurt. I also wasn't sure where she was at with it. Another kid would haul off and wack him.

Adaptations for Mainstreaming The need for special equipment for the physically handicapped children is the most obvious adaptation in this mainstreamed situation. The use of this equipment requires special spatial arrangements and planful moving of it in and out. According to Lynn, the most frustrating aspect of the physical needs of the children is going on fieldtrips. Over the years Lynn also has accumulated a large number of materials to teach the same skill to children at different levels. Lynn's use of learning centers allows her to group children in different ways.

> I never assign kids to a center because of their skill level. I cross group for a variety of reasons. I cross group very often for social emotional interchange as well as skill development. I will put a kid who doesn't have the skill of matching letters at the bingo game when all they can do is hold up a card and a kid can match visually even if he doesn't have an idea in the world what that letter name is. So he can get the visual. He feels like he's doing things with other kids and, if I am not there, I can't structure the interchange but I often put a kid in what I think is strong enough to help some of that.
>
> I also think that I need to have some spots where I try to put in a cross grouping, ability wise, socially, emotionally, really the whole gamut, so the kids can try to work things out themselves and if they can't, why then they usually ask how.

Lynn uses material prompts to make it easier for Peggy to participate such as scissors attached to a wooden base and clay to hold marbles for games and masking tape on the back of the bingo cards. Lynn also expended great effort in helping Peggy focus and participate in activities.

> Lynn sat next to Peggy and kept refocusing Peggy's attention on the cards. She would say, 'This time it's the red triangle. Peggy, do you have a red triangle? Look, here's the triangle card. Do you have that on your card? Show me where it is on your card.' Peggy would sometimes focus, sometimes look around, sometimes reach with her whole hand for her card instead of pointing. But Lynn, when she kept continually refocusing her, was able to elicit the appropriate responses from Peggy and Peggy was obviously able to make the visual discriminations of shape and color that were necessary to play the game.

Clinical Thinking Lynn is able to think analytically about children and about her own teaching. She eagerly solicits feedback from others, wants to share and problem-solve with others about her classroom. Her interactions with the director of special ed served to give her new ideas about kids and her interventions with them. Her need for that kind of contact within the school were most often not met; her reaction to the former school resource teacher is an example.

> One of the frustrating things was that she never knew what I was talking about when I was talking about the social emotional kinds of needs and also ways to respond. I used to be very frustrated by it. I never could communicate with her about it. Those emotional kinds of things, never, right until the day she left. Yet, we had known each other for six years and really had worked closely with a lot of kids and I could never communicate with her about it.

Lynn's focus on the emotional and behavioral needs of the children was constant. And this area was the most challenging to Lynn in terms of her own learning. The intensity of her involvement with a child like Bobby is evident in this routine review of his day.

> Lynn stood at the door after all the kids went out and said to Bobby, "I want to talk to you." She knelt down and she had him leaning against her with her arm around him. She said, 'I want to talk a little bit about what your day was like.' She went from the beginning of the day to the end of the day having him go through what did we do first and how was it and then what did you do in the group and what did you do at center time and having him say when he needed help and then he had asked her for help with something that was hard for him to do, which he said spontaneously. He seemed very focused on Lynn and able to recall the details of the day and what kinds of things he had worked on in each of those times. Around a couple of things, she said 'How did you do?' And he said, 'I did a good job.' She said, 'That is right. You did an excellent job!'

Lynn uses this routine of reviewing the day with herself and Judy as well. They sit down after the children leave and talk about kids' days and progress, especially the special children. She analyzes not only the children's behavior, but her own. Lynn's interaction with this

researcher also demonstrated her strong interest in feedback and her own constant reassessment of the children and her teaching. I had, for instance, asked her a question about Katie. Her comments several weeks later reveal her thoughtfulness about her teaching and her clinical skills.

> One of the things that I wanted to pick up with you is in terms of Katie. I listened carefully to your question to me and I realized that one of the things that had happened was that things were not so terrific with Katie. I tended to be at her for a great many more things than I would be with other kids. What I heard happening then, I heard her mimicking like she was mimicking a whole lot of spots so I knew it wasn't always me. Then I began to hear the kids getting after her in the same way that I had. I hadn't realized I was. I have made some changes in that way. And I think there is more acceptance of her because of that and yet what you are seeing is probably the beginnings of that and because I saw what it was like before, my perspective was different than yours. That was a good question to me.
>
> I really should have been like any other kid in knowing some of the behaviors, focusing on some that I am sure were appropriate but some of them I was over emphasizing. So I see the beginnings of moving in. She is still somewhat on the periphery but I did realize, and I can't tell you when I did start realizing, that I needed to make a change and started doing something about it.
>
> I tend to expect myself to make less mistakes with the handicapped kids than I would other kids. I think I pretty well resolved that feeling. I am going to make mistakes with them as much as I do with other kids and they still survive it all. Yes, I may take a few steps backwards. I was very hard on myself and I don't seem to be so much any more. It's a good feeling.

LYNN'S FUTURE PLANS

Lynn expressed her dreams about the future of her class. She wants to have fifteen typical kids and four or five handicapped children in each class. And in a few years she'd like the idea of having a kindergarten in the high school where she could have older youth participate. A combination kindergarten, first and second grade, and a full-day kindergarten would be a possibility as well. She expressed her continued need for a limit on the class size and an aide. The current plan for the following school year includes physically and emotionally handicapped

students in both her morning and afternoon class who would spend the other half of their day with a resource teacher and receiving therapy services. She will be in a new school after seventeen years at McKenzie. The leaving of McKenzie is obviously very emotional for Lynn, and she became teary in describing her last days and the plaque given to her by the PTSA.

Lynn also discussed her frustration in trying to get special education certification and its cost. But it appears that she will pursue this in some way, so that she would be dually certified in elementary and special education.

CONCLUSION: WHAT IS SUCCESSFUL MAINSTREAMING?

Sue Bailey, mother of Peggy who is by all definitions a severely handicapped child, defined successful mainstreaming as "a handicapped child going to a public school, getting through everything all right." For a parent, the normalization aspect of attending a public school and "making it" is the central concern. "Everything being all right" seems to be fairly abstract and reflected in teacher report that such is the case. For professionals, however, the quality of the social experience is a primary concern. As Carol Cane speech therapist from the CP Center says,

> I was just thrilled how Lynn integrated Peggy into the mainstream of the group, the mainstream of the play activity. It was exciting for me to see because I've seen the opposite too. I have had children here that are "Mainstreamed, Integrated" and what are they doing? An aide is pulling the child out of class and taking the child into a cubicle and doing her one on one. That's not mainstreaming. She is not working in the classroom setting while the other children are going about their duties and responsibilities. That is not mainstreaming.
>
> Peggy was being mainstreamed. She had a chance to respond and participate at her level within her skill capacity with the other kids. They had to wait for her just as she would have to wait for another child that might be slower. It was a marvelous experience.

Lynn's major focus seems to be on the social integration of a child, being valued as a class member and participating in the social routine of the class.

> I think successful mainstreaming is the acceptance of differences and a sensitivity to helping when help is needed. I don't believe because a handicapped child is in my class means that people are going to like them; they must like them like any other kids. I am going to work at are they going to be able to get along in this world together right in this setting.

Comments by Gregg, a typical child in the class, demonstrate the success of Lynn's efforts. He told his mother that when he grew up he planned to marry Patty and he would wheel her down the aisle. Everything typical was possible for Patty, she just did them in the way she could do them.

The belief in common expectations and caring treatment is reflected in Lynn's efforts to normalize rather than highlight the participation of handicapped children in her class. At the same time she works actively to give children ways to communicate and participate jointly in classroom events, through her teaching children about each other's needs (Bliss symbols, physical therapy) through her choice of activities, and through the modeling of accepting and caring attitudes toward all the children. She struggles to balance her attention so it is paid equally to all in the class.

The professionals working with Lynn all responded to the question of what makes for successful mainstreaming by describing Lynn: "a committed teacher" (Bernice Bates);"a good teacher who cares" (Bill McPeak); "a dedicated teacher with the attitude, the acceptance, the genuine desire to succeed and to try new things" (Carol Cane). While they could list other components like human resources, administrative and parent support, teacher training, equipment and materials, lack of architectural barriers, they all

came back to the significance of the teacher role. Bernice Bates, Director of Special Ed: "If you've got committed people, you can find a way to do anything." Bill McPeak's description of Lynn was an echo of this.

> She's really committed... For her mainstreaming children is an avocation, not even an avocation within a vocation. She's always wanting to learn, to know more, to do more, to try things out, to try things that are harder. These special kids are here because she sought them out."

From the data of this case study, one would conclude that the person is the major variable - committed to mainstreaming (and receiving support from some administrative level, I think) a teacher can create an accepting environment where children with special needs are accepted and integrated into the social fabric of the class.